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ABSTRACT

A handbook for the organization and implementation of an elementary school foreign language program presents guidelines for teachers and PTA liaisons. The program provides supplemental elementary-level instruction for children in Spanish, French, German, Italian, Chinese, and Arabic. Much of the program planning and organization is conducted by parent groups at county elementary schools. The guidelines address procedures and policies, the role of the PTA liaison, the role of the adult center coordinator, class organization and implementation, teacher role, program objectives, instructional materials, and teaching methods. Specific topics include interest surveys, staffing, record keeping, lesson plans, suggested course content, the audiolingual method, and information sources for instructional materials. (RW)

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ED223073

Fairfax County Public Schools
Division of Adult Services

# Elementary Foreign Language Teacher-PTA Liaison Handbook

County of Fairfax, Virginia

FL013 241

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FAIRFAX COUNTY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
WILLSTON INSTRUCTIONAL CENTER
6131 Willston Drive
Falls Church, Virginia 22044

August 2, 1979

Dear PTA/PTO Liaisons and EFL Teachers:

The revised handbook for the Elementary School Foreign Language Program is intended to provide a consistent, county-wide plan for the organization and implementation of the EFL Program. The handbook establishes guidelines; it is not intended to stifle the creativity of the individual teacher or parent group. The Fairfax County Adult Services Policy (Regulation 6525.2) regarding the program is included on the following page. Suggestions are offered as to how a parent group might conduct a program within the provisions of the regulation.

The EFL Program has been conducted under the auspices of the Division of Vocational and Adult Education for the past two years. A great part of the administration of EFL Programs takes place at the elementary schools and is done by parent groups. Through the efforts of many teachers and parent liaisons this handbook was first researched and compiled in 1978. The Program has grown rapidly in two years, and we are looking foward to its continued growth and success. It is our hope that you will read and use this handbook so that your local program will adhere closely to the EFL Regulation and also will be as creative and unique as it needs to be.

We are looking forward to working with you at the Adult Centers in regard to some of the administrative aspects of your program, and, through the EFL Area Coordinators, we anticipate helping you meet your needs in terms of teacher recruitment and training, resources and materials.

We wish you success in the coming year.

Sincerely,

Kenneth R. Plum

Kenneth R. Plum, Director
Division of Vocational and Adult Education

INSTRUCTIONAL SERVICES

Extended Education Programs

Elementary Schools--Foreign Language (ES-FL)

This Regulation supersedes Regulation 6525 dated August 22, 1977.

1. Purpose

The purpose of this Regulation is to prescribe procedures for elementary school principals whose communities have indicated an interest in beginning or continuing classes in foreign languages on a tuition basis.

2 Community Origination of Program

Since foreign language is not a part of the elementary school curriculum, requests for elementary foreign language instruction should originate with the PTA/PTO, based upon a community survey of interest.

3. Implementation of Program

The elementary school principal shall notify the principal of the nearest adult center (Annandale, Edison, Marshall, or Woodson) that a survey has been conducted and that a program will be offered at the school according to a written plan.

The adult center principal shall review the plan on the basis of the registration procedures, fees, financial accounting, enrollment, and personnel procedures described below and approve the plan for implementation if these provisions are met.

4. Registration of Students

Registration of students shall be completed at the local school, and results shall be reported to the principal of the adult center at least five days prior to the announced date(s) for beginning classes. A student shall be considered to be registered for an ES-FL class when all required enrollment information has been provided and all fees have been paid in full.

5. Fees

Fees may not be the same for all schools because of different local preferences for numbers of hours of instruction and amounts of instructional materials desired.

Tuition Fees

Tuition fee rates for students shall be established annually on the basis of the budget as finally approved by the School Board.

Textbook, Workbook, Material, and Supply Fees

A per-student fee shall be established for providing workbooks and instructional materials and supplies. The fee shall cover the total cost of the materials Textbooks, if needed, shall be charged directly to the student.

Financial Accounting

All fees shall be identified as being tuition, textbook, material and supply (including workbooks) as applicable. Class lists of registered students with tuition fees shall be submitted to the adult education center responsible for serving the local school community. All monies shall be duly recorded in keeping with Fairfax County Public Schools financial accounting policies and regulations. Monies collected for textbook materials and supplies shall be retained locally. Each PTA, in conjunction with the elementary principal, shall be responsible for ordering and delivering textbooks, workbooks, materials, and supplies as required for each local school ES-FL program.

6. Personnel Requirements

All part-time instructors in ES-FL shall be recruited and assigned in keeping with regulations and procedures as established for adult education by the Personnel Services Department. Payment of ES-FL part-time instructors shall be in accordance with the approved hourly rate schedule at the time of assignment. Teachers shall complete biweekly time reports (P/R form 73-21) and submit them to the appropriate adult education center for verification and forwarding to the Payroll Office.

7. Length of Program

a. Classes may be offered for the entire school year for 27 weeks beginning in October.

b. Classes may be offered for the first session beginning in October for 15 weeks.

c. Classes may be offered for the second session beginning in March for 12 weeks.

8. Length of Instruction

a. One hour minimum per week

b. Choices:

30 minutes per lesson
45 minutes per lesson
60 minutes per lesson

9. Each PTA or parent group, in conjunction with the elementary principal, shall appoint a volunteer liaison representative, who shall coordinate matters between parents, teachers, local principal, and adult center personnel.

10 Classrooms

Classrooms made available by the elementary principal should be the same as or comparable to those provided for regular-school language arts programs.

11 Substitutes

Use of substitutes is not recommended unless the regular teacher is on an extended absence. Substitutes shall be approved in advance and meet the same requirements as the regular teacher (application, interview, tax forms, Social Security photocopy, negative tuberculin test). A new authorization shall be submitted through the adult center each time there is a change of teacher assignment in order that the appropriate instructor may be paid.

Procedures and Policies

Please be aware that the following Fairfax County Public Schools procedures and regulations have direct bearing on the EFL Program. Participants in the program must comply with the following:

1. Responsibilities and Rights prescribed in Regulation 2310 for Elementary School Students. (of particular note in this Regulation is Chapter IV, Disciplinary Procedures-copies available in school libraries).

2. Refunds: Adult Education Registration Policy is as follows: When classes are filled or cancelled, or schedule changes prohibit attendance, refunds are automatic. If a student cannot participate after enrolling, a written request for a refund must be submitted prior to the first class meeting.

3. Inclement weather: When school is closed because of bad weather, EFL classes are to be postponed. When school opens late, before-school EFL classes will be postponed; When school closes early, after-school classes will be postponed. Classes should be made up as soon as feasible (in most cases classes would be made up at the end of the semester on the same day the class regularly meets).

4. Field Trips: Trips outside the school area can only be arranged through the elementary school principal. In many cases, a good instructional alternative is to invite resource person(s) or arrange for resources to be presented to the students at the elementary school building. If a field trip is desired it must conform to Regulation 6160.1 Instructional Services (school library) and a permission slip must be filled out by parent or guardian for each child participating. See Sample P. 20

5. Tuition checks: Tuition checks for Elementary Foreign Language must be made payable to the appropriate Adult Education Center:
   Annandale Adult Center
   Edison Adult Center
   Marshall Adult Center
   Woodson Adult Center
   It is requested that parent groups submit one check representing the total tuition from each school to the Adult Center.

6. A-V Equipment: It is expected that A-V Equipment will be made available to EFL teachers at each school site providing requests for such equipment adhere to local procedures.

## ROLE OF THE PTA/PTO LIAISON

1. Generally to oversee the program and make sure that everything gets done and deadlines are met.

2. Ensure that the local program adheres to the county EFL Regulation (see pages 3-5).

3. Arrange for interview and recommendation of prospective teachers (see page 14).

4. Arrange for development and distribution of interest survey and student registration form (see pages 9-12).

5. Collect completed registration forms and assign students to classes.

6. Submit EFL Program Proposal to the appropriate adult center (page 18).

7. Hold initial staff meeting with teachers and intermittent meetings as deemed necessary (page 15).

8. Collect tuition and materials/supplies fees. Remit one check representing the tuition of all enrolled students to the appropriate adult center five working days before the first EFL class begins. Retain materials/supplies fees at the local elementary school in a bank account maintained by the elementary principal. (pages 13 & 14)

9. Maintain an administrative resource file (see page 15-16).

10. Secure an accessible location for resources, sign-in sheets, etc.

11. Handle arrangements for substitutes (see pages 16-17).

12. Arrange availability of "Trouble Shooting" personnel at school when classes first begin.

13. Keep records of schedule changes, interviewed teachers and substitutes.

14. Visit classes to become knowledgeable about the program, to encourage instructional effort, and to demonstrate interest in quality instruction. Arrange for counseling through the adult center when necessary (page 17).

15. Arrange for a back-up person or committee to deal with problems which might arise in the case of your absence.

16. Act as a liaison for several groups - Language Teachers, School Administration and Staff, PTA/PTO, Adult Centers and Principals, Area Coordinators, and Parents.

ROLE OF THE ADULT CENTER COORDINATOR

I. Present Adult Center Personnel:

| Center | Principal | Phone | Area Coordinator | Area No. |
|---|---|---|---|---|
| Annandale | James Fowler | 256-8448 | Judy Vance | II |
| Edison | Maurice Altom | 971-1321 | Joan Gray | I |
| Marshall | Fred F. Adams | 893-2447 | Gail Roche | III |
| Woodson | Albert Law | 323-7555 | Connie Dillman | IV |

II. Coordinator Role:

A. Serve as liaison person to elementary schools offering foreign languages

B. Coordinate appropriate administrative requirements for adult center when elementary schools initiate a foreign language program

C. Assist in recruiting qualified teachers for elementary foreign language programs

D. Respond to public, teacher, and staff inquiries on the elementary foreign language program

E. Develop and revise handbook for EFL teachers and elementary school PTA/PTO representatives

F. Make recommendations on policies, regulations, and procedures pertaining to the EFL program

G. Serve as a resource person on EFL curriculum and instructional materials

III. Availability of Coordinators:

The following is a list of times when coordinators will be generally available to receive calls. If you are not successful, simply call back, or leave a message for your coordinator at your local adult center:

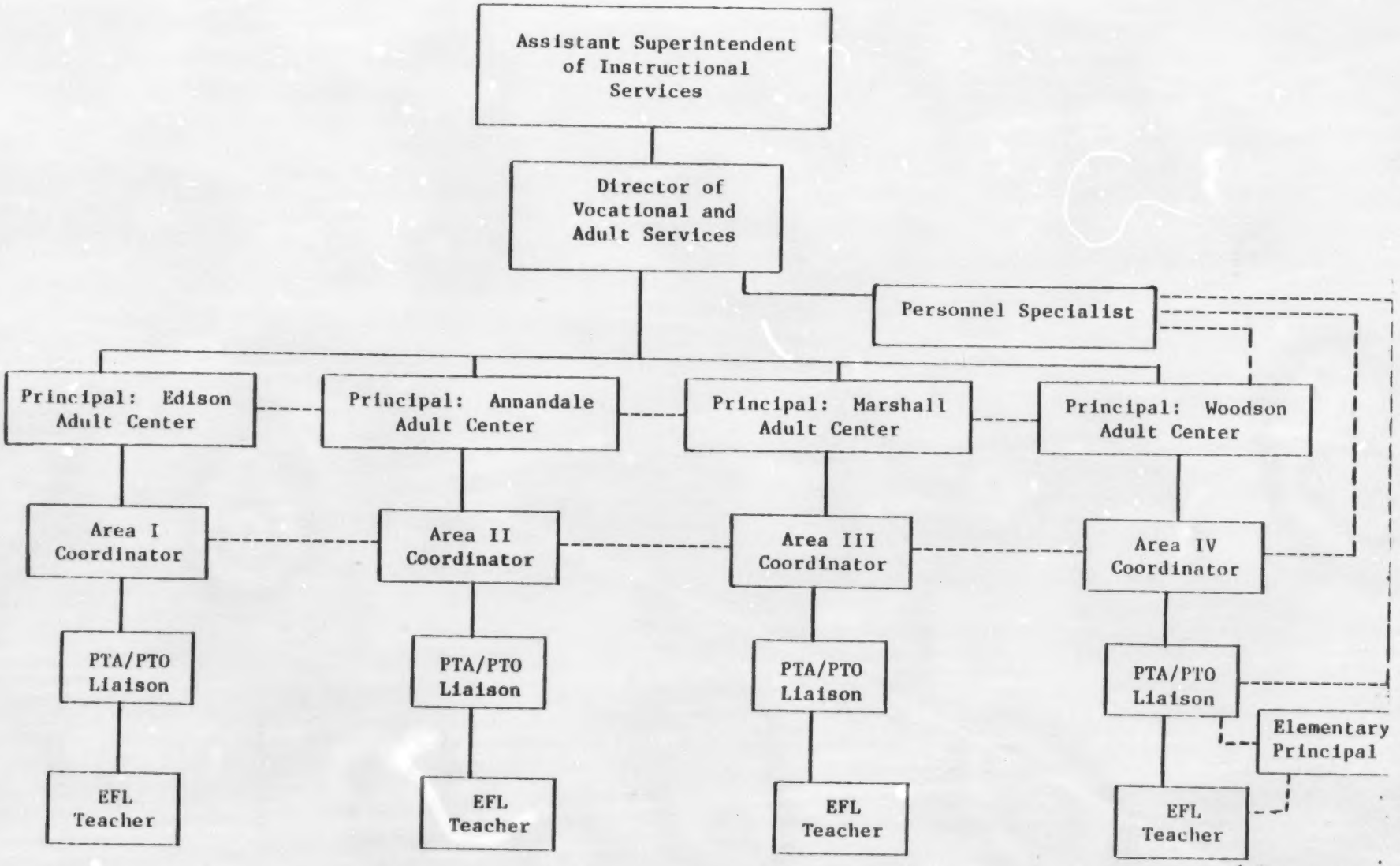
Joan Gray: 9:00 a.m. to 10:00 a.m., Monday through Friday

Gail Roche: 9:00 a.m. to 4:00 p.m. (prefer 9:00 a.m. - 10:00 a.m.) Monday through Friday

Connie Dillman: 9:00 a.m. to 12 p.m., Monday through Friday

Judy Vance: 9:00 a.m. to 10:00 a.m., Monday through Friday

Elementary Foreign Language
Organizational Chart




13

12

I. Design and Distribute Interest Survey. This form is optional for repeat classes and should contain:

A. Brief description of thrust & origin of the program

B. Alternative times classes might be held

C. Grades to which classes will be made available

D. Costs: tuition and materials

E. Languages which can be made available

F. Request for people who might be interested in teaching classes or who have access to resources or resource persons.

G. Interest return form (see sample on following page):
1) Name
2) Address
3) Phone Number (Home) _____ (Work) _____
4) Grade
5) Parents Name
6) Language Preferred
7) Time of Day Preferred
8) Day of Week Preferred
9) Date form should be returned (within three or four days is suggested)
10) How form is to be returned (EFL box in office, PTA Open House, other)
11) Request for teachers from community

II. Organizing Classes with PTA/PTO and School Principal

A. Orient self and staff to school and facilities

B. Set up the disciplinary code and its enforcement (see role of the teacher, Section V, pg. 21)

C. Set class days and times

D. Determine areas within school for classes

E. Establish a central resource area

F. Look into possibility of a special area in the library for foreign language materials

G. Arrange for meeting with media specialist regarding in-service for obtaining and showing A-V materials

H. Make specific space requests at least one-semester in advance

"Possible Sample Interest Survey Form"

FOREIGN LANGUAGE CLASSES: INTEREST SURVEY

The Education Committee of the PTA (PTO) in cooperation with the Adult Education Division of Fairfax County is arranging to offer classes in French, Spanish, or German if there is sufficient interest in the community.

The basic goal of instruction will be to impart a flavor of the language and culture through a conversational, multi-resource approach. Classes will be offered for ____ weeks during the '79 - '80 schcol year to students in grades K - 6. Cost for _____ weeks of instruction based on two 45 minute lessons each week will be as follows: $_____ per student ($_____ for tuition and $_____ for materials and supplies).

If you are interested, please fill out the attached form and return it to your child's classroom teacher by Wednesday, September 19, 1979.

---

STUDENT'S NAME:_____ GRADE:_____

ADDRESS:_____

PHONE: (Home)_____ (Work)_____

PARENT'S NAME:_____

LANGUAGE PREFERRED:_____

TIME OF DAY PREFERRED: (circle one) Morning Afternoon

DAYS OF WEEK PREFERRED: (circle) M T W TH F

If you or someone you know is interested in teaching in the EFL Program please sign here _____ Phone _____

The committee will make every effort to schedule classes as conveniently as possible and to accommodate as many students as possible.

I will work on the EFL Committee _____ yes _____ no; phoning _____ typing _____ resources _____ music _____ registration _____ bookkeeping _____

III. Student Registration

A. Design and distribute Student Registration Form and Cover Letter. SAMPLE:

PTA/PTO Letterhead

This application will be valid when every item is completed and a check for tuition is attached. A refund is possible only prior to first class meeting.

Student Name _____ Date of Birth _____

Address _____
Street Number City State Zip Code

Phone (Home) _____ (Work) Father and Mother _____

Name of School _____ School Grade _____

Elementary Teacher _____ Room No. _____

If you or someone you know is interested in teaching in the EFL Program please sign here _____ Phone No. _____ or call 533-8191 (Adult Education personnel).

Language Choice

(PTA SHOULD SPECIFY DAY AND LANGUAGE CHOICES HERE)

---

Telephone Emergency/Contact _____
Name Telephone No.

Did student purchase school insurance? Yes____No____Regular____24-hour____
Athletic ____

Parent or guardian insurance _____Company & Policy No. _____

The school has my permission to call my family physician or another physician in an emergency when family physician or I cannot be contacted.

Name of Family Physician _____ Telephone No. _____

Physician Suggested _____ Telephone No. _____

Allergic to Medication (specify type) _____
Is the pupil under physician's care for health needs on a continuing basis?
Yes____No____
Is the pupil under medication or treatment on a continuing basis? Yes____No____
The school has my permission, in an emergency when I (or my physician) cannot be contacted, to take my child to the emergency room of the nearest hospital, and the hospital and its medical staff have my authorization to provide treatment which a physician deems necessary for the well-being of my child.
The original of this shall be readily accessible to the language teacher and taken to the hospital with the patient. I understand the rules and requirements stated in the cover letter and will comply accordingly.
(This copy - school file) Signature of Parent _____
Must be accessible to language teacher Date _____

III. B. Cover Letter For Student Registration Form Should Include:

1) Basic redefinition of thrust and approach of the program
2) Statement that parent should not impose participation on a prospective student
3) Statement of which languages are being offered
4) Days and times of classes; tentative date(s) for classes to begin
5) Grade levels for which classes are available
6) Specific statement of all fees
7) To whom check should be made payable (what elementary school PTA)
8) Delineation of all binding deadlines, i.e., last day for registration
9) Person to contact regarding problems (PTA/PTO Liaison Representative)
10) Classroom code of conduct and enforcement as established in conjunction with elementary school principal
11) Request for people who might be interested in teaching or having access to resources or resource persons
12) Notice of parental responsibility to provide transportation
13) Notice of lack of supervision before and after classes (PARENTS MUST PROVIDE DELIVERY OF STUDENTS IMMEDIATELY PRIOR TO CLASSES AND PICK UP IMMEDIATELY FOLLOWING CLASSES AS APPROPRIATE)
14) The need for parents to predetermine alternative arrangements in the event of sudden emergency class cancellation.
15) Explain procedure for taking another class or obtaining a refund if first preference is not available. (Refund Request Must Be Made Prior To First Class Meeting)
16) Some guidelines for parents as to the expectations and goals of the program.

Possible Sample Letter To Accompany Registration Form:

Dear Parents,

Hola! Bonjour! GutenTag! This year we are (again) offering classes in foreign languages on an extra-curricular basis, co-sponsored by the PTA(PTO). The basic thrust of our program is to provide a positive attitude toward, and appreciation of foreign culture and language through a conversational, multi-resource approach.

Courses in French, Spanish, and German will be offered to students in grades K - 6. All classes will meet after school according to the following schedule:

French; Tuesday and Wednesday, 3:15-4:00
Spanish; Tuesday and Thursday, 3:15-4:00
German; Monday 1:15-2:00 and Wednesday 3:15-4:00

The tentative date for classes to begin is the week of October 9, 1979. There will be _____ classes, and any classes cancelled will be made up
(number)
at the end of this session.

The total cost of the language courses for each student during the session will be $_____. This breaks down as follows: $_____ for tuition and $_____ for materials and supplies. (A check for $_____ must accompany the registration form. It should be made payable to _____ PTA Language classes)

Fees are only refundable prior to the first class meeting. Participation in the program will be on a first come, first served basis. If your child cannot be accommodated in his first choice, or if there are any changes in classes, you will be notified (by telephone or in writing) prior to the first class meeting.

Parents will be responsible for delivering their children to and from classes. This should be done immediately prior to and after class time, since there is no supervision available at the school during these hours. For this reason, it is also important that parents arrange an alternative plan with their children in the case of a sudden emergency cancellation of a class.

It is hoped that the desire to participate in the foreign language program will be initiated by the student. Past experience in the (other) program(s) has shown that students whose participation was imposed upon them were more likely to be disruptive classroom influences or profit less from the instructional offering. Students will be accountable to the code of "Responsibilities and Rights of Elementary School Students" of Fairfax County Public Schools, as they are during their regular school day. The PTA(PTO) in conjunction with our school principal, Jane Doe, has decided that any student who consistently disrupts classes and interferes with the learning process of his classes will not be permitted to continue participation in the program. (Specifics of discipline enforcement here will be according to local preference).

The registration form accompanying this letter, together with your full payment of $_____ per student, are due by Wednesday, September 26, to ensure that all paperwork can be processed and classes begin on time. For any questions or problems, please contact our PTA (PTO) liaison, Mary Jones, at 000-0000. Also, if there is anyone in the community who has access to foreign language resources, or who is interested in teaching a language course, he/she can contact the liaison for information on procedure.

REMEMBER: Fees: A check for $_____ payable to _____PTA
Deadline: September 26, 1979
Students will be accommodated on a first come, first served basis.

IV. Financial Arrangements

A. Tuition

1) Tuition fee is established annually per classroom hour of instruction per student by Adult Services. Inquire at appropriate adult center or through area coordinator in the fall.
2) Fee is payable in full when registration form is completed, at least one week prior to the beginning of class.
3) Check for total student tuition must be forwarded to the adult center at least five working days prior to the inception of classes.

B. Materials

1) Materials & supplies fees are to be separate from tuition and the amount per student is to be determined by local preference (fee amount should not exceed $2.50).
2) Materials & supplies are to be maintained locally in a specifically designated account maintained by the Elementary Principal.
3) Materials & supplies are to be purchased by PTA Liaisons, teachers, and/or Elementary Principals.

IV. C. Financial Assistance

1) Social Service Recipients: Those receiving aid in the form of welfare, free breakfast, free lunch, food stamps, etc. are eligible for tuition waiver. One of the following must accompany the proposal form for each student whose tuition is being waived: a) a letter from the elementary school's social service worker to verify this status or b) a copy of the social service verification statement filed at the elementary school.
2) Scholarships, matching funds, or loans: These items might be sponsored by PTA/PTO, individual parents, or other interest groups at the local level.

D. Establishment of a PTA/PTO - Language Classes Account

1) All materials & supplies fees must be maintained on the local level in a specifically designated account in keeping with Fairfax County Public Schools Financial Accounting Procedures. Once the purchaser of materials has been designated, he/she and a back-up person should confer with the Elementary Principal.
2) As materials are purchased, accurate records and receipts should be kept on file in the Elementary School Principal's office for auditing purposes.

V. Interview and Recommendation of Prospective Teachers

A. Names of prospective teachers may be obtained through canvassing of the local community or by contacting the area coordinator.

B. Prospective teachers should be interviewed at the local level by those designated in order to determine the suitability of the individual to the local needs. A person fluent in the language in question is recommended on the interview panel. The interviewers should look for the following:

1) A positive experience in teaching.
2) A positive experience with young children.
3) Some resources and the ability and initiative to locate them.
4) Ways in which the person has maintained current fluency - whether the dialect is understandable
5) A willingness to be part of a team approach - willingness to meet with other teachers for mutual benefit.

Possible interview questions in addition to your own might be:

a) Why do you want to teach?
b) Tell me about any teaching experiences you have had.
c) Have you had any group contact with young children?
d) How did you gain fluency in your language?
e) What would you like your students to accomplish?
f) How would you deal with slow and advanced students in the same class?
g) What techniques would you use to gain and keep attention in the classroom?
h) How do you feel languages should be taught?

V. B. continued

i) What do you feel would be your greatest teaching strengths?
j) How do you feel about a language class of up to 19 students?
k) How do you feel about working with other people in your field to produce a united program, i.e. team teaching?
l) Do you have a preference for a self-contained or open classroom?
m) Do you believe in writing out your daily lesson plan?
n) How will you appraise your own teaching performance?
o) Would you feel comfortable when teaching an educationally or culturally deprived child?
p) Do you have any questions to ask me (us)?

Put applicant in a variety of hypothetical situations: If such and such were the case, what would you do?

VI. Staff Meetings With Teachers

A. Initial staff meeting

1) Introductions
2) Delineation of liaison/teacher responsibilities
3) Acquaintance with the EFL Handbook, the Adult Services Handbook attached to the back, and other materials being used by your program or other EFL programs.
4) Establishment of a united or 'team' approach
5) Dissemination of local information - for example:
   a) location of sign in sheet - stress promptness
   b) location of classrooms to be used and storage space available
   c) review length of time classes meet stressing that the teacher is responsible for the students for the entire time the class meets.

B. Additional staff meetings

1) Full staff - as needed intermittently
2) Staff by languages - as needed intermittently

VII. Setting up a file for each elementary school at the local adult center. The following four items must be submitted to the adult center at least five working days prior to the day of the first class each semester.

A. The completed proposal form signed by the principal at the local school.(pg. 18)

B. A check representing the tuition of all students registered in your program.

C. A class list for each section (name only for Fairfax County Public School student; name, address, phone, and name of school if student does not attend Fairfax County Public Schools).

D. Three copies of the survey form and/or registration form and any other communication sent to the school community.

## VIII. Record Keeping

A. AD-150 (Teacher Authorization): This form confirms the teacher assignment and will be completed by the adult center personnel. Once submitted and approved, this form grants an allotment of hours per semester or year for each teacher. PTA/PTO Liaisons should list each class to be taught separately on the EFL proposal so that this form can be accurately completed by the adult center. EFL teachers will become eligible for payment when the AD-150 process is completed. The AD-150 becomes effective with proper signatures and upon entry into the Fairfax County Public School's Computer. A minimum of two weeks will be required to process an authorization after the AD-150 is initiated in accordance with the above procedures. (Example of AD-150 on page 21)

B. Timesheets: (73-21 or AD-172) To be completed by the teacher and sent to the adult center as per schedule on page 7 of the pink adult services handbook at the end of this handbook. PTA/PTO Liaison should instruct teachers in preparation as follows:

1) Timesheets to be completed bi-weekly including all dates worked or to be worked through Friday of the second week as per pay schedule in the pink adult services handbook.
2) White copy must be submitted to the appropriate adult center, goldenrod copy is to be given to the PTA Liaison, pink copy is to be retained by the teacher.
3) Timesheets must be received by Wednesday of the deadline week. If there has been a change in the pay form submitted during any two week pay period it is mandatory for the teacher involved or the PTA Liaison to notify the adult center directly or the area coordinator by Friday of the deadline week.
4) Paychecks will be mailed two weeks beyond the ending date of the previous pay period (see page 7 of pink adult services handbook at the end of this handbook). However the initial paycheck may be delayed due to the authorization process described in Item A above.
5) See sample timesheet on page 19.

C. School Calendar: Should be kept current by PTA/PTO Liaison including dates for school closings such as teacher workdays, holidays, snow days and class cancellation due to teacher illness, etc.

D. Teacher Sign-In Sheet: Can be kept at the school near the resource area. Should provide a daily record of teacher hours to date, absences, and substitutes.

E. Teacher Interview Record: Sheet should be maintained in school confidential file as source for replacement or substitute teachers. Possible information:

1) Name, address, phone
2) Degree, experience
3) Hours and days available
4) Date approved by Adult Services Personnel Department (phone 533-8191)
5) Interested in substituting?
6) Other

F. Student Registration/Emergency Care Forms: These forms must be retained at the elementary school in an unlocked file to ensure teacher access during class times.

IX. Lesson Plans

A. Unit Plans

1) Each teacher should determine sequence of units within each level of the program of studies.
2) A written list of units by sessions should be submitted to the PTA/PTO Liaison.

B. Lesson Plans - by local option

1) Informal: A weekly list of topics and resources to be used submitted to PTA/PTO Liaison.
2) Formal: A basic outline of categories for teachers to fill in on a weekly basis. An example of this might be:
   a) knowledge or content objectives
   b) skills objectives
   c) attitude or appreciation objectives
   d) materials or resources to be used
   e) methods of using these materials to obtain these objectives

X. Substitute Teachers

A. Avoidance of Use: With the scheduled session beginning in October there should be ample built-in time for makeup sessions.

B. All substitutes must have been previously interviewed: Application, tax forms, social security photocopy on file in the Adult Services Personnel Department prior to any teaching assignment. Call 533-8191 to verify approval.

C. When use is necessary: Both the AD-150 information (dates, name of substitute, social security number, address and phone number) and a timesheet must be submitted to the adult center for the substitute. In turn, arrangements must be made with the adult center for removal of that time allotment from the regular teacher (by AD-150 cancellation).

XI. Observation and Counseling of Teachers

A. Person(s) designated to observe should inform the EFL teacher in advance. This person(s) might be the elementary principal or an adult services staff member.

B. Guidelines as to what the observer considers sound classroom procedures should include the following:

1) Provision for learning: Stimulation of thinking; Creation of classroom atmosphere conducive to learning
2) Counseling or guidance of students: Establishment of rapport in teacher/student relationship; Interest in individuals? Provision for individual differences? Transmission of respect for standards of behavior
3) Professionalism: Contribution to total educational program; Personal professionalism

C. Discuss results of observation with teacher.

D. Observer should document specific problems which persist after counseling occurs. This documentation should be kept in the EFL file at the school where Elementary principal and Adult Center personnel will have access. The teacher being observed may be issued a copy of such documentation upon request.

SAMPLE

AD-175 (7/79)

1979-80
School Year

FAIRFAX COUNTY PUBLIC SCHOOLS
DIVISION OF VOCATIONAL AND ADULT EDUCATION
EFL PROPOSAL
This form is suggested to meet the requirements of Regulation 6525

TO: ( ) Annandale Adult Center, 4700 Medford Drive, Annandale, Va. 22003
( ) Edison Adult Center, 5801 Franconia Road, Alexandria, Va. 22310
( ) Marshall Adult Center, 7731 Leesburg Pike, Falls Church, Va. 22043
(X) Woodson Adult Center, 9525 Main Street, Fairfax, Va. 22031

An elementary school foreign language program is proposed for 20 weeks as follows:

| SCHEDULE OF EACH CLASS | | | | | | | FEES | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K |
| Teachers Name (Previously Approved *) | Language and Level | Days of Week | Time of Instr. (e.g. 3:15-4:00) | Starting Date | Total No. of Class Meetings Per Week | Total No. of Classroom Hrs. Per Session | Materials Fee Per Child | Tuition** Fees Per Child | Total No. Students In Each Class | Total Fees Per Class |
| Pierre | Fr. | T/Th | 3.15-4.00 | Oct. 9 | 2 | 30 | $ 2.50 | $ 37.50 x | 10 | = $ 375.00 |
| Gonzalez | Sp. | W/F | 3:15-4.00 | Oct. 10 | 2 | 30 | $ 2.50 | $ 37.50 x | 11 | = $ 412.50 |
| | | | | | | | $ | $ x | | = $ |
| | | | | | | | $ | $ x | | = $ |
| | | | | | | | $ | $ x | | = $ |
| | | | | | | | $ | $ x | | = $ |
| | | | | | | | | Totals: | 21 | = $ 787.50 |

*Approved teacher must have a completed application form, copy of Social Security card, W-4 & VA-4 tax forms on file and a satisfactory interview with Adult Services Personnel Department.
**Hourly tuition rate times number of classroom hours per session.

Minus: - $ _____ ( )
Tuition Waivers

Equals: = $ 787.50
Total Fee Submitted

1) The contact person (PTA Liaison) for the program will be Jane Doe (Name) 123 Main St. FX. (Address) 000-0000 (Phone Number)

2) Attached are three copies of the proposed information sheet to be sent to parents concerning the program, a list of students enrolled (for audit purposes), and a check for tuition.

3) The requirements of Regulation 6525 will be met in all aspects of the program and its implementation.

4) FROM: Oscar Smith (Elementary Principal Signature) Brook Run (School) 9-28-79 (Date)

21

23

Full size copies of this form may be obtained at the appropriate Adult Center or through the Area Coordinator.

AD-172 (8/78)

**SEND TO APPROPRIATE OFFICE**

# FAIRFAX COUNTY PUBLIC SCHOOLS
# REQUEST AND CERTIFICATION FOR ADULT EDUCATION TEACHER'S PAY

NO. 011891

TYPE OR PRINT USING BALL POINT PEN

**COMPLETE ONE DOCUMENT FOR EACH DIFFERENT COURSE PERIOD TAUGHT**

TO INSURE ACCURATE AND PROMPT PAYMENT COMPLETE THE PPBES AND POSITION CODES FROM THE INFORMATION LIST PROVIDED

TO BE COMPLETED BY ADULT ED. PRINCIPAL / Teacher

PPBES (17) FUND | PROG. | SUBPROG. | LOCATION | OBJECT | | |

IS/efl-1 (8/79)

FAIRFAX COUNTY PUBLIC SCHOOLS
ADULT SERVICES
PERMISSION SLIP FOR EFL FIELD TRIPS

Name of elementary school sponsoring EFL Program _____

An Elementary Foreign Language field trip to _____
(Place)

_____
(Address)

has been planned for _____ from _____
(Date) (Time)

until _____.
(Time)

Please fill out the lower portion of this form and return it to your child's EFL teacher by _____.
(Date)

Signature of Elementary School Principal

_____

---

I give my permission for _____ to
(Child's Name)

participate in an EFL field trip on _____ to
(Date)

_____
(Place)

I understand that all necessary precautions will be taken to ensure the safety of my child whether he/she is transported by school bus or carpool.

Signature of Parent/Guardian

_____

Date _____ _____ _____

AD-150 (Rev.8/77)

FAIRFAX COUNTY PUBLIC SCHOOLS
DIVISION OF ADULT SERVICES
ASSIGNMENT OF PART-TIME PERSONNEL

BI-WEEKLY TIME REPORTING REQUIRED

_____ Session  1979-80 Year

Listed in Brochure_____

Name: JONES (Last) MARY (First) M. (Middle)  860-0000 Home Telephone

Address: 12 Brown (Street) Reston, (City) Virginia (State) 22091 (Zip Code)  Business Telephone

X A. Beginning Assignment - Attachments:

Social Security Number 000 - 00 - 0000

Withholding Forms: VA-4 X W-4 X

Remarks:

_____B. Continuing Assignment: SS# _____ _____ _____

_____C. Additional Assignment: SS# _____ _____ _____

_____D. Re-assignment: SS# _____ _____ _____

_____E. Assignment Cancelled: SS# _____ _____ _____

_____F. Exception to Salary Schedule: $_____ Per Hour

Date 6/10/78 X-Ray (Instructors of Minors & Food Preparation)

-21-

| Adult Center | Position Code | Budget Code | Assignment: Course Number | Assignment: Course Title | Location | Class Day(s) | Time | Begin. Date | Num. Ses. | Total Hours |
|---|---|---|---|---|---|---|---|---|---|---|
| Marshall | 07054 | 4-E-105-0906-155 | | Elementary French | Dogwood | Mon./ Wed. | 1:15-2:00 / 3:15-4:00 | 10/8/79 | 20 | 30 |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Assignment Recommended by: (ADULT CENTER PRINCIPAL) Date  Approved: MR. BLALOCK OR MR. PLUM Date

DISTRIBUTION: White - Personnel, Canary - Adult Services, Pink - Adult Education Center, Goldenrod - Instructor

ROLE OF THE TEACHER

I. Awareness of the Characteristics of the Elementary School Child: As Suggested by the Department of Education, Richmond, Virginia:

A. The elementary school child has a remarkably flexible speech mechanism and a capacity for language learning

B. Is prone to imitating

C. Has a natural propensity for rapid vocabulary expansion

D. Possesses an unquenchable curiosity

E. Is enthusiastic about learning

F. Participates eagerly

G. Has few inhibitions

II. Submitting Unit Plans

A. Develop scope and sequence of each of your units within a level at the beginning of each semester.

B. Submit this in writing to your liaison at the beginning of the semester.

C. This should generally reflect what you intend to cover and when you intend to cover it within a semester. This information will be made available to your substitute should the need arise.

III. Functioning as Part of a Team:

A. Planning together toward common goals

B. Sharing personal and community resources

C. Joint use of A-V equipment and materials when class times conducive

IV. Use of School Facilities

A. Responsibility for students: Extends to parameters of the classroom space and the classroom time allotted. However, in the interest of public relations you might stress the need for orderly behavior coming to and exiting from foreign language classes.

B. Be sure each child has appropriate arrangements made by parent for transportation home.

C. Adhere to school principal's policies: In the case of Fairfax County Public School policy being violated, this can be taken up with your local adult center.

IV. Use of School Facilities (Cont.)

D. Media Equipment: Make sure to receive instruction in equipment operation prior to use. This can be arranged with local media specialist as well as particular method for obtaining A-V equipment.

V. Enforcement of the Disciplinary Code

A. Students are generally responsible to the Fairfax County Responsibilities and Rights - Elementary School Students (Regulation 2310, Student Services).

B. Discipline and its enforcement should be outlined before classes begin in conjunction with the elementary school principal (and the adult center principal when necessary).

C. Sound classroom procedures will eliminate many disciplinary problems: Make learning interesting, classes lively and creative, move swiftly from one activity to another.

D. With the principal, liaison, and fellow teachers at your school, outline at the beginning what you expect from your class, and what they can expect from you. You may want to post a list of classroom etiquette in the EFL classroom, drawing the students' attention to it from time to time.

E. If you have a discipline problem:

1) Take the child aside and talk to him: be positive. Determine if there is a reason for his misbehavior. A talk with his classroom teacher can also give insight into whether his behavior is characteristic of him and how he or she is most effectively motivated.
2) If the problem continues, call his parents. It is best for the teacher to do it at this stage, though the liaison might be called upon.
3) Where possible, try to get elementary school principal to help.
4) If all avenues fail, consult with the adult center on possible alternatives.
5) Do not make threats which you do not have the authority to enforce.

VI. Communication

A. Maintain ample communication with liaison and colleagues through phone and memos.

B. Clear any written communication to parents with liaison before distributing it.

C. Maintain adequate supervision of students on school property:

1) Keep daily attendance records and verify student absences with school office, liaison, or parents after class is over.
2) Be sure students are brought to class or picked up promptly. Walking to and from class should be discouraged since there are no crossing guards on duty at such times.
3) Do not leave your class unattended since insurance coverage is only valid when you are in the classroom.

VI. Communication (Cont.)

D. Within each session submit a progress report to the appropriate adult center. A form will be provided during the session for this purpose.

E. Create and support opportunities for parental participation in the classroom if possible. This should be done in conjunction with the liaison. Parents might do the following:

1) Be a teacher aide in the classroom - supervise small groups of students for short periods of time during the class. Only a limited amount of foreign language knowledge would be required for this role.
2) Be a room mother for a class to help with telephoning, typing, holiday celebrations, etc.
3) Serve as instructional and materials resources persons.
4) Serve as chaperones for field trips.
5) Serve on PTA Liaison's committee.
6) Visit classrooms to share ideas and techniques observed within the program - be supportive and knowledgeable.
7) Clerical volunteers (telephoning, typing) for PTA Committee

Note: Pace of instruction should be determined by teacher based on student need

I. Content Objectives With Suggestions for Coverage Areas

A. Level I (suggested sequence):

1) Social Dialogue: hello, good day, may name is, what is your name? how are you?, fine or not well thank you, please, goodbye, until we meet again, pleased to meet you, questions-who, what, when, why, where, how, how much, how many?
2) Numbers: 1-100; age; address; date; phone number; school grade
3) Alphabet: as pronounced in the language; inclusion of any deletions or additions by language. For example: Spanish deletes 'W' and adds 'Ch', Ll, and Ñ.
4) Colors: red, orange, yellow, white, black, brown, blue, green, purple, gray
5) Body Parts: head, hair, ear, face, forehead, eyes, nose, mouth, lips, teeth, cheek, tongue, chin, neck (throat), shoulder, arm, elbow, wrist, hand, finger, chest, heart, back, leg, knee, ankle, foot, toe, heel, skin, blood, bone
6) Opposites: short, tall; cold, hot; small, large; rich, poor; well, not well; open, closed; nice, unpleasant; up, down; high, low; bright, dark; good, bad
7) Geography: the country being studied-the United States-and where they are in relation to each other on a world map; the place of the country on its continent; basic outline of the geography of the country
8) Clothing: suit, hat, coat, pants or trousers, shirt-sleeve-collar; tie; socks;shoes; jacket; dress; gloves; purse; raincoat; belt, scarf, blouse, skirt, pocket, handkerchief, pajamas, underwear, sweater, slippers, shorts
9) Autobiography: members of the family-father, mother, sister, brother, aunt, uncle, cousin, grandmother, grandfather; boy, girl, man, woman, baby, friend, neighbor; old, young, short, tall, fat, thin, big, small, pretty, ugly, good, bad
10) Daily Activites: stand up, sit down, lie down, walk, run, sleep, eat, play, wash, write, look, read, study, carry, climb, talk, brush teeth, smell, breathe, need, want
11) Calendar-Weather: days of the week; day, week, month, year; months of the year; yesterday, today, tomorrow, next, last, first, before, after; seasons-summer, autumn, winter, spring; wind, rain, snow, clouds, thunder, lightning, ice, feel hot, feel cold, sun, moon
12) Food: drinks-water, tea, coffee, milk, juice; meat-beef, pork, veal, fowl, fish; soup; salad; vegetables; fruits; desserts; bread and butter; sugar, salt, pepper
13) Holidays of Countries Being Studied: general study of social celebrations-picnic, party, wedding, dances; specific holidays by country. For example: Spanish-Año Nuevo, Día De Las Américas, Feria Del Libro, Fiesta De Los Obreros, El Día De La Independencia, El Día De La Raza; French-Le Jour De I'An, Mardi Gras, Le Poisson D'Avril, May 1st, Las Fête Nationale, Fête de Jeanne d'are; German: Oktoberfest; Fasching; Jahrmarkt
14) Animals: basically domestic-dog, cat, rabbit, mouse, bird, frog, toad, turtle, fish, squirrel

I. A. Level I (suggested sequence) cont.

15) Classroom and Classroom Etiquette: objects in the classroom-teacher pupil, desk, paper, chalk, chalkboard, eraser, pencil, pen, clock, map, ruler; classroom etiquette and commands-take the roll, present, absent, open/close your books, repeat, tell me, pronounce, let's begin, take out a pencil and paper, go to/write on the chalkboard, correct the error, pay attention, do you understand? do you know?, are there any questions?, how do you say?, form complete phrases, translate, let's study

16) Time: day, night, morning, afternoon, evening; clock time

B. Level II (suggested sequence):

1) Review: combine two or more units of Level I (Ex. Family, Clothing, Body parts)
2) Emotions: happy, sad, surprised, in love, mean, angry, ashamed, sorry, afraid
3) Counting: 100-infinity, cardinal numbers, ordinal numbers-first, second, third, fourth, etc.
4) Health: to be fine; sick; cold; pill; fever; medicine; cut; blood; bandage; shot; sore throat; stomach, tooth or headache
5) Geography: name of country in foreign tongue; position with relation to other countries; the world; earth; mountains; oceans, lakes, and rivers; island; coast, valley
6) House and Home: house; yard; rooms-kitchen, parlor, bathroom, bedroom, dining room; area-attic, basement, hallway, roof, closet, window, door, floor, ceiling, walls, stairs; furniture-chair, sofa, table, bed, lamp, rug; appliances
7) Transportation: automobile: airplane; boat, ship; train; motorcycle, truck, bus, bicycle
8) Directions: up-down; in-out; through-around; under-over; right-left; straight ahead; north-south-east-west; street, road, avenue; traffic signs-lights, stop, yield, no passing; enter-leave
9) Meals: utensils-plate, glass, bowl, knife, fork, spoon; breakfast, lunch, dinner and foods generally taken at each; snacks; to eat and to drink
10) Farm Animals: horse; cow; donkey; bull; ox; pig; chicken; goat; sheep; rooster
11) Money: type of currency and coin used as legal tender
12) Famous People: of the country; heroes living and dead
13) Life Style: cultural exposure from a typical day in the life of a youngster in this country to the general customs and mores of the country
14) Sports: particularly those most popular in the country; soccer, tennis, basketball, baseball, golf, volleyball, gymnastics, skiing, etc.

C. Level III (suggested sequence):

1) Review: Level II
2) Life Style: more extensive cultural exposure
3) Zoo Animals: lion; tiger; camel; elephant; leopard; giraffe; hippopotamus; bear; wolf; fox; deer; monkey; bat; snake
4) Famous People: past and present
5) Current Events
6) National Customs-holidays
7) Buildings: house; church; store; school; library; hospital; station; bank; factory; movie; bakery; grocery store; laundry; office; post office; gas station

I. C. Level III (suggested sequence) cont.

8) Occupations: cook; janitor; clergyman; manager; clerk; jeweler; librarian; policeman; fireman; banker; actor; baker; doctor; barber; lawyer; painter; musician; teacher; king-queen; soldier, etc.
9) Flora and Fauna: flowers; trees, insects, wildlife of the area
10) Communications: books, magazines, newspapers, letters, envelope, stamp, package, telephone, radio, television, record player
11) Accessories: jewelry, bracelet, ring, earring, wristwatch, necklace, chain, diamond, pearl, gold, silver, wallet, eyeglasses
12) Musical Instruments: piano, organ, violin, trumpet, guitar, horn
13) Shapes and Containers: circle, square, oval, triangle, rectangle, diamond, cone; can, bottle, jar, bag, box, bowl, pail
14) Materials and Tools: wood, brick, glass, saw, rake, shovel, hoe, hammer, pliers, axe, scissors
15) Short Paragraphs: utilizing grammer built conversationally from Levels I, II, and III:
    a) Subject, verb, direct and indirect object
    b) Phrases
    c) The article, noun, pronoun, adjective, verb, adverb, conjunction, preposition
    d) Masculine, feminine and neuter
    e) Singular and plural
    f) Present and past tense
    g) Conjugations
    h) First, second and third person
    i) Moods
    j) Regular and irregular verbs
    k) Punctuation
    l) Vowels and consonants
    m) Dialogue

II. Skill Objectives

A. The process of communicating (listening and speaking--later, reading and writing).

B. The process of generalizing

C. The process of conceptualizing

D. The process of seeing relationships

E. The process of making applications

F. The process of problem-solving

G. The process of appreciating

H. The process of memorizing

III. Attitude and Appreciation Objectives: The Following List of Questions Used by Cultural Anthropologists May Assist in Determining Cultural Aspects for Classroom Exposure:

Who is busy and who is idle?

What do people talk about most?

What do people value most?

Who runs things in the home and in the community?

Who are the heroes?

What is taboo?

What folk tales does everyone know?

What conduct wins general approval, and what merits scorn and ridicule?

What is considered fair, and what unfair?

What is considered funny?

What processes accompany the exchange of goods and services?

What are the most important kinship ties?

What games are played and what pasttimes are enjoyed?

What is the role of music and dancing?

What are the important feasts and celebrations?

What rites and ceremonies are observed at birth, adolescence, betrothal, marriage, and death?

Who fights, how, and about what?

What are the tacit assumptions and unquestioned practices?

What are the patterns of politeness and respect?

What childhood literature is learned by all young children?

What is the form of discipline at home and in public?

What is expected of the young person at home or in school?

What animals are received into the home as pets?

What are the family meals?

## RESOURCES AND MATERIALS

I. General Elementary Foreign Language Resource Works:


Anderson, Theodore. Annotated Bibliography of Integrated FLES Teaching Materials. Indiana Language Program: Bloomington, 1969
FLES: Struggle Against Mediocrity. Heath, 1970
Foreign Languages in the Elementary School, Austin, Texas: University of Texas Press, 1969

Donoghue, Mildred R. Foreign Languages and the Elementary School Child, Dubuque, Iowa: William C. Brown Co., Publishers, 1968
Second Languages in Primary Education. Newbury House Publishers. Rowley, Massachusetts, 1979

Erikson, Marguerite. Foreign Languages in the Elementary School. Prentice-Hall, Inc. 1964.

Finocchiaro, Mary, Ph.D., Teaching Children Foreign Languages, New York: McGraw-Hill Book Company, 1964

Lee, W.R. Language Teaching Games and Contests. Oxford University Press 200 Madison Avenue, New York, 10016.

"Modern Language Journal" (Excellent source of FLES articles)


II. The following articles may be found in the Professional Library of the Fairfax County Public Schools in Fairfax High School, 3500 Old Lee Highway, Fairfax, Va.


"Foreign Languages in the Elementary Schools of the United States, 1959-60." Breunig. (EDRS: ED 003 952, MLA)
"A Survey of FLES Practices." Alkonis and Brophy. (EDRS: ED 003 947 MLA)
"The Teaching of German in the United States from Colonial Times to the Present." Zeydel. (EDRS: ED 003 941, MLA)
"The Teaching of Spanish in the United States. Leavitt." (EDRS: ED C03 940 MLA)
"The Teaching of Spanish in the Elementary Schools and the Effects on Achievement in Other Selected Subject Areas." Walter D. Leino and Louis A. Haak. St. Paul Schools. St. Paul Minnesota, 55102, Nov., 1963.
"Guidelines for the Evaluation of FLES: Report and Conclusions of a Work Conference of Specialists." Robert Lado. Institute of Languages and Linguistics, Georgetown University, Washington, D.C. 20007
"The Development and Evaluation of an Elementary School Foreign Language Teaching Technique for Use by Teachers with Inadequate Knowledge of the Language Taught." Evangeline M. Galas. Horace Greeley High School, Chappaqua, N.Y. 10514 (EDRS: ED 003 889)
"A Matched Classroom Approach to the Teaching of French in the Elementary Grades: Final Report and Transcript of Dialogues" (EDRS: Final Report ED 041 528, Transcript of Dialogues ED 041 529 Department of French, College of Mt. St. Joseph on the Ohio)
"MLA Selective List of Materials for Use by Teachers of Modern Foreign Languages in Elementary and Secondary Schools." Mary T. Ollman, ed., MLA (EDRA: ED 003 932, MLA)

II. Foreign Language Articles (cont.)

"Foreign Languages in the Elementary School: Effects and Instructional Arrangements According to Research" Mildred Donoghue (EDRS: ED 031 979)
"Nongraded Foreign Language Classes". Percy Fearing. (EDRS: ED 031 980)
"Method in Language Teaching". Edward M. Anthony and William E. Norris. (EDRS: ED 031 984)
"Teaching Culture in the Foreign Language Classroom". Nelson Brooks. (EDRS: ED 022 388)
"How Effective is FLES?" Evelyn Brega and John Newell. The DFL Bulletin IV. 1965.

III. Published Materials:

The following are some sources of materials and supplies for EFL Programs. Such items include workbooks, teacher guide books, games, songbooks, records, tapes, etc. Those which are known to provide resources for French, Spanish, and German are designated as such by the letters F, S, G. Many send free catalogues or brochures. You may want to send a letter outlining your needs to one or more of the companies and ask for free information in order to know what to order for your own program.

American Council on the Teaching of Foreign Languages (ACTFL)
Materials Center
2 Park Avenue
New York, New York 10016

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 N. Kent Street
Arlington, Va. 22209
(publishes a free newsletter quarterly)

Eye-Gate Media (F, S, G)
146-01 Archer Avenue
Jamaica, New York 11435

Wible Language Institute (F, S, G)
24 South Eighth Street
Allentown, Pennsylvania 18105

The Gessler Company (F, S, G)
Box 46 Madison Square Station
New York, New York 10010

Goldsmith's Music Shop (F, S, G)
Language Department
301 East Shore Road
Great Neck, L.I. New York 10023

The National Textbook Company (F, S, G)
8259 Niles Center Road
Skokie, Illinois 60076
Hot Line: 800-323-4900

The Thrift Press (F, S, G)
P.O. Box 85
Ithaca, New York 14850

Webster-McGraw Hill Book Co. (F, S)
1221 Avenue of the Americas
New York, New York 10021
Local Contact: Richard Northrop 667-8187

IV. Local Suppliers of Resource Materials:

Alladin's International Bookstore
1327 Sunshine Square
Rockville Pike
Rockville, Md 20852

Institute of Modern Languages, Inc.
2622 Pittman Drive
Silver Spring, MD 20910

International Learning Systems, Inc.
1715 Connecticut Ave. N.W.
Washington, D.C. 20009

Organization of American States
17th Street and Constitution Ave. N.W.
Washington, D.C. 20006

Local: Guide to Washington D.C. for Foreign Language Teachers and Students

c/o Helen Warriner
Supervisor of Foreign Languages
Virginia Department of Education
P. O. Box 6Q
Richmond, VA 23216

V. PUBLISHED MATERIALS: SPANISH

Materials in General Listing Plus:

OAS--Pan American Union (Catalogue free from Publications and Distribution Division)
Washington, D.C.
331-1010 Ext. 8877

The Embassy of Spain
Washington, D.C. 265-0190
a. Spanish Information Office 347-6777 (Loans 96 Spanish films free; brochure available)
b. Spanish Cultural Office 966-1077

Spanish Tourist Information Office
14th and F Streets, National Press Building
Washington, D.C.

Spanish Cuildren's Library
4954 MacArthur Boulevard
washington, D.C. 337-4975

Fairfax County Public Library Films

Spain
Spain - Castles and Fiestas
Land of Tradition and Promise
To Catch a Dream
Village of Spain

Spanish Language
Melodia--Español
Un Pueblo De España
Que Es La Navidad

Also, several films on individual Latin American countries. Names of these films are available in library film catalogue. These films can only be borrowed by individuals--not through the EFL program.

Dr. Vernon Hammond (Little Golden Books, periodicals, comics, tapes)
211 S. Main
McAllen, Texas 78501

Bilingual Educational Services, Inc.
1603 Hope Street
South Pasadena, California 91030

Professional Journals:

"Hispania", Holy Cross College, Worcester, Massachusetts 01610
"The Modern Language Journal", 13149 Cannes Drive, St. Louis, Mo. 63141
"Foreign Language Annals", 62 Fifth Avenue, New York, NY 10011

The Publications of the Modern Language Association of America, 62 Fifth Avenue, New York, NY 10011

The Hispanic Society of America (Realia Collection)
613 West 155th Street
New York, New York 10032

Libreria Hispanica De Rockefeller Center (Books, Spanish costume pictures- .20)
610 Fifth Avenue
New York, New York 10020

Libreria Y Distribuidora Universal (Cuban Books)
2465 S. W. Eighth Street
Miami, Florida 33135

American Association of Teachers of Spanish and Portuguese (Culteral units)
Holy Cross College
Worcester, Massachusetts 01610

Professor Jose Sanchez (Spanish film directory)
2229 Payne Street
Evanston, Illinois 60201

Scholastic Magazines
902 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
a. Que Tal? First year
b. El Sol Second year
c. Hoy Día Third year

Mary Borra, ONCE (Penpals .50 per name)
Veterans Memorial High School
West Shore Road
Warwick, Rhode Island 02886

Studies in the Romance Languages
University of North Carolina Press
Box 2288
Chapel Hill, North Carolina 27514

Voluntad Publishers, Inc.
Exchange Park, Suite 2205
7800 Shoal Creek Blvd.
Austin, Texas 78757

Materials in General Listing Plus:

The French Embassy: Cultural Services
4400 Jennifer Street
Chevy Chase, Maryland

French Embassy Tourist Office
610 Fifth Avenue
New York, New York 10021

The French School
Chevy Chase, Maryland 530-8260

Fairfax County Public Schools: Elementary Filmstrips
22364 French Family Brunel, The
22033 Frere Jacques
22064 Petite Chaperon Rouge, Le
22034 Petite Poule Rouge, La
22035 Trois Ours, Les

Fairfax County Public Library: Films

France
Le Capitaine H
The French Way
Introducing France
Journey in France
Journey to France
Journey to Provence
The Spell of Brittany
The Bread of Paris
Anatole
Anatole and the Piano
The Chicken

French Language
All Boys Are CAlled Patrick
Happy Anniversary
P'Tit Jean S'En Va Aux Chantiers
France With a French Accent

Also, films on other French - speaking areas. Names of these films are available in library film catalogue. These films can only be borrowed by individuals--not through the EFL Program.

Globe Book Company
175 Fifth Avenue
New York, New York
a. Project Map of France
b. French Idiom Anagrams by C. Moffett

American Association of Teachers of French
57 East Armory
Champaign, Illinois 61820 for "French Review" and National Information Bureau of AATF

"The Modern Language Journal", Wallace G. Klein
13149 Cannes Drive
St. Louis, Mo. 63141

"Foreign Language Annals", ACTFL,
62 Fifth Avenue
New York, New York 10011

Publications of the Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

Hachette (A-V course)
11-03 46th Avenue
Long Island City, New York and its subsidiaries
a. The French Book Guild
11-03 46th Avenue
Long Island City, New York 11101
b. French and International Book Imports
7919 Maple Street
New Orleans, Louisiana 70118
c. Midwest European Publications
3229 North Clark Street
Chicago, Illinois 60657

Librairie De France (Maps, newspapers, games, periodicals, etc.)
610 Fifth Avenue
New York, New York 10020

Larousse and Company (Books)
527 Fifth Avenue
New York, New York 10036

Andre Paquette Associates (Teaching materials)
149 Franklin Street
Laconia, New Hampshire 03246

International Film Bureau (French films, English subtitles or text)
332 South Michigan Avenue
Chicago, Illinois 60604

Babbitt Film Specialists (French films, English subtitles or text)
P. O. Box 10
Park Forest, Illinois 60466

La Vie (French text)
The Alan Company
Box 16250
Clayton, Missouri 63105

French Book Guild
11-03 46th Avenue
Long Island City, New York 11101 Distributes:
a. Fue Vert - for elementary classes
b. Quoi do Neuf - for intermediate classes
c. Passe Partout - advanced

Scholastic Magazines
902 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
a. Bonjour - elementary
b. Ca Va - intermediate
c. Caez Nous - advanced

Paris Match (Parisian illustrated weekly)
22 East 67th Street
New York, New York 10021

France V. Guille Correspondence Agency for Students
Dr. F. V. Guille, Director
The College Of Wooster
Wooster, Ohio 44691

Cultural Services of the French Embassy
972 Fifth Avenue
New York, New York 10021

Service Bureau, A.A.T.F.
Teachers College
Columbia, University
New York, New York

Studies in the Romance Languages
University of North Carolina Press
Box 2288
Chapel Hill, North Carolina 27514

Marcel Didier - Bonjour Line
144 2nd Avenue, McGill College
Montreal 110, Quebec

VII. PUBLISHED MATERIALS: GERMAN

Materials in General Listing Plus:

Scholastic Magazines
902 Sylvan Avenue
Englewood Cliffs, New Jersey 07632
a. Das Rad - beginning
b. Schuss - intermediate
c. Der Roller - advanced

German Embassy of the Federal Republic
4645 Reservior Road, N.W.
Washington, D.C.
331-3000

German Language Publications
560 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

German Language Publications
175 Varik
New York, New York 10014

German American Chamber of Commerce
1 Farragut Square, N.W.
Washington, D.C.
347-0247

The German Democratic Republic Chancery
1717 Massachusetts Avenue, N.W.
Washington, D.C.
232-3134

Ernest Kleinberg Films
3890 Edgeview Drive
Pasadena, California 91107

Lufthansa German Airlines (Films)
1640 Hempstead Turnpike
East Meadow, Long Island, N.Y. 11554
Attention: Mr. Gus Oerkel

American Association of Teachers of German
339 Walnut Street
Philadelphia, Pennsylvania 19106

Adlers Foreign 3 K's (Los)
162 5th Avenue
New York, New York 10010

Professional Journals

"The Modern Language Journal" 13149 Cannes Drive, St. Louis, Missouri 63141

"The Foreign Language Annals" 62 Fifth Avenue, New York, New York 10011

The Publications of the Modern Language Association of America 62 Fifth Avenue, New York, New York 10011

"German Review" Columbia University Press, 562 W 113th Street, New York, New York 10025

"Unterrichtspraxis", 339 Walnut Street, Philadelphia, Pennsylvania 19106

German National Tourists Office
630 Fifth Avenue
New York, New York 10020

Federal Republic of Germany-Consulate General
46 Park Avenue
New York, New York 10016

Goethe House of the Federal Republic of Germany
1014 Fifth Avenue
New York, New York 10028

German Press Agency
UN Secretariat Building
1st Avenue at 45th Street
New York, New York 10017

Studies in the Germanic Languages and Literatures
University of North Carolina Press
Box 2288
Chapel Hill, North Carolina 27514

Austrian Embassy
2343 Massachusetts Avenue, N.W.
Washington, D.C.

Fairfax County Public Library: Films

| Germany | German Language |
|---|---|
| German Farm Town | Bauervolk in Den Bergen |
| Germany Today | |
| Farmer of Austria | |
| Bargemen of the Rhine | |
| The Rhine | |

These films can only be borrowed by individuals--not through the EFL Program.

VIII. PUBLISHED MATERIALS: ITALIAN

Materials in General Listing Plus:

American Association of Teachers of Italian
Rutgers University
New Brunswick, New Jersey 08903

Italian Government Travel Office
630 Fifth Avenue
New York, New York 10020

Italian Hall of Fame
111 Columbia Heights
Brooklyn, New York 11201

Italian Historical Society
111 Columbia Heights
Brooklyn, New York 11201

Italian-American Chamber of Commerce
350 Fifth Avenue
New York, New York 10001

Italian Cultural Institute
686 Park Avenue
New York, New York 10021

Italian Promotion Center, Ltd.
130 W 42nd Street
New York, New York 10036

Italy-Consulate General
690 Park Avenue
New York, New York 10021

Italian Embassy
1601 Fuller N.W.
Washington, D.C.

Italian American Foundation
1019 19th Street N.W.
Washington, D.C.

Fairfax County Public Library: Films

Italy
Colors of Italy
Italy: The Land and the People
Venice: Past and Present
Variations on an Italian Theme
Guissepina
On Seven Hills They Built a City

Italian Language
Open City

These films can only be borrowed by individuals--not through the EFL program.

## IX. PUBLISHED MATERIALS: CHINESE

Materials in General Listing Plus:

Chinese-Christian Church of Greater Washington, D.C.
7716 Piney Branch Road
Silver Spring, Maryland 20910
Phone: 587-0032
(holds Saturday language classes for children and adults)

Mandarin Chinese. Nicholas C. Bodman and High Stimson.
CAL, 1961. (EDRS: ED 024 024, Pub)

Speak Mandarin with Student's Workbook and Teacher's Manual.
Henry C. Fenn, M. Gardner Tewksbury, et al.
Yale University Press
New Haven, Conn. 06520, 1967.

Chinese-Mandarin, Level I (for students in secondary schools)
The Teacher's Handbook, Chinese Mandarin Materials, Level I-IV.
Kai-yu Hsu, Henry Yang, John Liao, and Alan Fong. San Francisco
State College, 1600 Holloway Avenue, San Francisco, California 94132,
1965. Altoan Press, P.O. Box 597. Palo Alto, California 94302.
(EDRS: ED 014 046, Handbook: ED 014 045, Pub)

## X. PUBLISHED MATERIALS: ARABIC

Materials in General Listing Plus:

School of Languages and Linguistics
Publications Department
Georgetown University
Washington, D.C. 20057

Center for Near Eastern and North African Studies
University of Michigan
Ann Arbor, Michigan 48105

Research Center for the Language Sciences
Indiana University
Bloomington, Indiana

Hemphill's Book Stores
Drawer M, University Station
Austin, Texas 78712
(Beginning Cairo Arabic, W. Lehn and P. Abboud. University of Texas, 1965.)

U.S. Department of Health, Education and Welfare
Foreign Language and Other International Studies

## TEACHER MADE MATERIALS AND ACTIVITIES

The following list of materials are those which teachers found particularly useful in relation to our program of studies:

Social Dialogue: puppets; masks; wigs; children invent dialogue for cartoons

Numbers: dot-to-dot games, flash cards, cardboard or plastic toy numbers; exercises with addition or subtraction, dominoes

Alphabet: cardboard or plastic toy letters; alphabet song; have children categorize vocabulary by the letters words begin or end with

Color: coloring activities; colored paper or cutouts from catalogues; paint colors from hardware store; colored blocks; candies-M&M's, lifesavers, jelly beans; bingo

Body Parts: "Simon says", hangman, Mr. Potato Head, Barbie dolls

Time: clocks; children make clocks with paper plates

Geography: maps; globe; slides; postcards

Clothing: Dressy Bessy or other doll and clothing; pretend activity: pack a suitcase for "I'm going to Grandma's house" game; pictures from catalogues

Daily Activities: Babar available at library in different languages; Richard Scarry can be obtained from foreign book store in different languages; clear action pictures; contrast of children's daily activities with those of children in the country being studied.

Calendar: chalkboard or mimeo sheets; activities, especially sports, associated with different seasons; go over day and date daily

Food: pictures; real or artificial foods; set up a grocery store; have a cooking class; restaurant menu featuring ethnic foods

Holidays: information from embassies; pictures from brochures; holiday foods; have children celebrate holiday in the typical way

Animals: pictures; have children bring in pictures of their own pets; relate certain breeds to countries; Old MacDonald; visit to "Pet-A-Pet" farm or zoo

Emotions: drawings on paper plates; puppets; teacher exemplify emotions and have children guess

Counting to Infinity: bingo

Health: pretend visit to doctor or dentist; combine with body parts

House and Home: doll house and its furniture, pictures

Transportation: Fischer-Price toys, drawings or pictures

Travel: plan a pretend trip to country being studied; use cardboard arrows to show directions

Famous People: newspapers; history books; embassy materials

Money: actual coins and currency from country

In addition to these there are several categories of materials which you may adapt to your course work in any way which you find most suitable. Among these are:

I. Demonstration Boards

A. Chalkboard

B. Flannel board

C. Bulletin board

D. Magnetic board

II. Posters and Flat Pictures

III. Films, Filmstrips, and Slides

IV. Games

V. Records and Tapes

VI. Transparancies

VII. All Types of Realia (3 dimensional objects)

XII. Games Adaptable to Any Language

These games can be found in Mildred Donoghue's book Foreign Languages and the Elementary School Child. Below are games for the entire class:

| | | |
|---|---|---|
| Jump Up | What's My Name | Three Chances |
| Twenty Questions | Riddles | Simon Says |
| Before or Behind | Bingo (Lotto) | Hot Potato |
| Red Ball | Who Said That? | Who Has Your Bicycle |
| Airplanes Fly | Pantomime | Help! Police! |
| Thief, Thief | Hide the Elephant | Bartholomew Cubbins Has Lost His Hat |
| Traffic Officer | Auction | |

The book also lists team or relay games, games for 12-18 players, and folk games. In addition, here is a descriptive list of other Lingua-games:

LINGUA-GAMES. The pedagogical value of playing games for the purpose of learning a foreign language lies in the fact that games create a more natural milieu in which a free exchange of stimulus and response can take place. Although games per se cannot be considered a distinct method of teaching, they greatly facilitate the process of learning. The LINGUA-GAMES in this collection have been selected especially for use as supplementary aids in foreign-language teaching. All games listed may be played in-doors and can readily be adapted to the teaching of Spanish, French, German, or any other language. However, brief examples of representative questions and answers have been given only in Spanish to illustrate the text where necessary. In some cases inexpensive realia are needed; and, if so, they have been mentioned under the heading of each individual game.

1. LINGUA-STIX. A supply of wooden paddles or "tongue pressers" is needed and can easily be obtained from any drugstore. Preparatory to the game, a short question is written on one or both sides of the paddle, which may be painted in different colors for greater effect. The questions should be simple in vocabulary and structure, and based on subjects previously discussed in class. Here are a few model questions: "¿ Va usted a la escuela mañana?" "¿Cuántos hermanos tiene usted?" "¿Dónde duerme usted?" The paddles are then numbered in pairs and handed out to the group. Questions have odd numbers, answers have even numbers. Then the leader calls the number, and the student reads his question. Another answers his question. The students should be given assistance in reading and pronouncing the questions correctly. "Yes" or "no" answers are not acceptable. The game is very helpful in guiding the participants towards the beginning of conversational ability.

2. NAME THAT FLAVOR! At the beginning, the instructor discusses with the group a spice chart, i.e., a list of spices of every-day usage, which has previously been prepared and put on the board (la mostaza, la canela, el vinagre, el cafe, etc.). Then two or three small bottles or jars containing samples of the flavors listed on the spice chart are handed to the group, and one by one each students is asked to smell the contents. If he thinks he has identified the spice correctly, he writes his answer on a sheet of paper, using foreign language terms only. The chart has meanwhile been removed from the board, and the group will have to work from memory. Whoever has the highest number of correct answers is the winner. The game will not only stimulate the participants' olfactory sense but their memory as well. It can be lots of fun!

3. MAIL POUCH. Each participant is called upon by the leader to draw the name of one of his classmates. He is then asked to write a letter or post card to the one whose name he has drawn. The message must be limited to about ten lines and should be based on a subject previously discussed (a visit to the movie theater, an excursion, a picnic, a ball game, etc.). After the letters have been received through the mail, they are brought to class where each participant will read his message aloud. Questions should be encouraged and necessary corrections made at this time. The group is asked to choose the best letter by vote, judging both contents and style. The winner's letter is displayed on the bulletin board for everyone to see. The game is a good exercise to teach the writing of simple notes as they occur in everyday life.

4. CURIOSITY SHOP. Various objects that the students contribute are placed on a table. The greater the variety of objects the better. Then the display is viewed by all. The leader points at each item and asks the group for its Spanish name: "¿Qué es esto?" The owners repeat after the leader, saying, for example: "Ese es mi sombrero, amigos." After sufficient time has been allowed for viewing the display, the students return to their places. The CURIOSITY SHOP is now removed or covered, and each of the participants is asked to jot down on a sheet of paper all items he can recall. Should there have been two hats on display, the correct answer would be "dos sombreros", and "one" will not count as the correct answer. If only one item is listed but there has been two of the same kind on display, the answer is incorrect. Whoever has the highest number of correct answers, including correct spelling, is the winner. For evaluation, the answer sheets can be exchanged among the group members for quick and objective scoring.

5. THE FLIP-BOARD. A unique method of teaching students the alphabet or the Lord's Prayer was used between the sixteenth and eighteenth centuries in England and the early colonial settlements in North America. The device described here is a more modern adaptation of the old Hornbook and an excellent aid for memorizing

short poems and brief passages of prose. Take a sheet of heavy cardboard or wood and cut a handle on one end, very similar to a table-tennis racket in shape. Select the text to be learned by heart. Copy it on a sheet of paper, somewhat smaller in size than the board, and glue it to one side. Any translation aid or explanation of idiomatic expressions the student may require is also copied on a separate sheet and glued to the reverse side of the board. The edges may be ornamented with color designs. Now the student is ready to learn the assignment. He may choose the "massed" or "spaced" method of learning, memorizing one line at a time or going over the entire passage. If he needs to refer to any help or clarify an expression he has temporarily forgotten, he simply flips it back to continue the process of memorizing. Since the student is not confined to one spot he may freely walk around while studying.

6. THE SHOPPING CENTER. The setting is very simple. A table or bench will suffice as a sales counter, and several members of the group act as sales clerks. They should have small pads for writing actual sales tickets and will thus practice numerals and foreign denominations. If they are in need of any assistance, they turn to the instructor or leader who acts as "sales manager". The remaining members of the group step up to the counter and ask for an item on display. Goods of all kinds should be laid out on the counter, such as toothbrushes, shoe strings, wallets, etc., in short, items of everyday usage which the ordinary shopper would expect to buy in a general store. There are no specific rules for this game, but the instructor should listen in when sales talks are given to make necessary corrections or notes for later discussion. The sales clerks should use short questions, like "¿Quiere usted alguna cosa mas?" or "¿Que desea usted?, senor," etc.

7. QUESTIONAIRE SURVEYS. The leader prepares a series of questions which may either be written on the board or distributed on mimeographed sheets. After necessary explanations of the text have been given, the group is divided into equal numbers of interviewers and interviewees. The interviewers read the questions aloud to their clients and jot down the answers immediately. The heading of the questionnaire sheet should include data usually found on ordinary questionnaires of a general nature (Nombre...Fehca...Calle y Número o Apartado postal...Ciudad...País...Edad...Occupación, etc.) More questions may be asked if desired, as for example: "Cuantos hermanos tiene usted?" The game is an excellent device to start the students conversing freely among themselves and to check up on their oral comprehension of Spanish.

8. IDIOMODEX. The following realia are needed: a small box, a supply of paperboard cards, and an alphabetical index register. This game is especially helpful for advanced students to familiarize them with idiomatic expressions. Preferably it should be handled as a group project. The following three steps will guide the group in setting up tis own Idiomodex: (1) gather idiomatic expressions from whatever reliable source the class may have (extracting idioms from the textbook, foreign newspapers, magazines, travel folders, and many other media), (2) now record the collected idioms on your cards, listing the Spanish version first and then a good English translation on the opposite side, (3) underline the key work in the idiomatic phrase and continue to list them with the same key word always on the same card, (4) file cards in alphabetical order.

T I E M P O (key word) -- Sample Card --

- ¿Qué tiempo hace hoy? - How is the weather today?
- Hace mal tiempo. - It is bad weather.
- al poco tiempo - after a short time
- a tiempo - in time, on time

9. ¡BUEN VIAJE! At the outset of this vicarious trip the Spanish instructor discusses travel plans with the group by using the outline given below as a guide. To play the game, the group is divided into two or more Travel Committees, under a committee leader. He assigns specific tasks to the various members, such as checking on train schedules, obtaining information about hotel rates, sightseeing facilities, etc. From here on the members of the committees are on their own. After they have gathered all pertinent data, they submit their completed travel itinerary, prepared in Spanish, to the instructor. The group which wrote the best report is the winner and should be rewarded by showing the entire group a film or slides of the city or country of the winners' choice. Allow approximately three to four weeks for preparation of the final itinerary outline.

| What to do? | How to do it? |
|---|---|
| A. Decide on destination. | - let group decide by vote. |
| B. Study maps and travel routes. | - limit discussion to essentials, point out scenic attractions en route. |
| C. Write for travel posters and display them. | - write Tourist Information Centers of embassies. |
| D. Make the budget estimate. | - itemize expenses; discuss foreign denominations and currency exchange rates. |
| E. Study passport and other regulations. | - gather information from travel agencies or embassies. Include baggage, customs, travelers' cheques. |
| F. Plan sightseeing tours, hotels, souvenirs. | - obtain descriptive folders from agencies and specialty shops. |
| G. Set up a Master Plan. | - have complete outline written in simple Spanish, a day-by-day itinerary including arrival times. |

Of course the project is very flexible and allows rearrangements to suit size and abilities of the group. If the group is very small it seems advisable to handle the project with the entire group, assigning only segments of the plan to individual members.

10. COLORAMA. After the group has learned the different words for colors (azul, verde, etc.), a student is asked to stand in front of the group. He has small flash cards of different colors, and holding them up one by one in a random order he addresses the group with "¿De qué color es?" The student whose turn it is to answer must quickly point out an object in the room showing the same color, and reply in a complete sentence: "Este lápiz es verde." If he fails to give an answer at once, it is his turn to ask the question. At this time the instructor should introduce the two adjectives claro and obscuro to enable the group to have more color variations. The game also provides a splendid opportunity to practice demonstrative adjectives and pronouns (este, ese, aquel, etc.).

11. GUESS WHAT? The leader, or a qualified participant, describes an object of his choice in the room without naming it: "Está cerca de aquí, no esta en la mesa, es alto y bastante guapo," etc. The group should try to identify the

object or person thus described, and the first one to give the correct answer takes over and continues the game by describing a new object in the room.

12. GREETING CARDS. Encourage the group to exchange self-made greeting cards at special occasions such as holidays, birthdays of group members, departure of friends, etc. Allow free play of artistic talents and linguistic aptitude. The cards are brought to the meetings where they are displayed and discussed. A brief session may be devoted to the discussion and explanation of various versions of text suitable for special occasions (Feliz Navidad; Próspero Año Nuevo; Feliz Compeaños; ¡Buen Viaje!, compañero, etc.).

13. THE MENU, PLEASE! Making up your own menu can be a lot of fun. This is done after names for meals, vegetables, fruits, meats, etc., have been introduced. Each member of the group is asked to list the dishes he has had for breakfast or lunch, and arrange the items as a menu. Each day a new menu should be displayed in the room. A short play enacting a table conversation between several guests and the waiter will add to the merriment.

14. INTERPRETER. Two members of the group conduct a conversation in dialogue form, one speaking only English, the other only Spanish. An "interpreter" is asked to stand between them to make the necessary translations so that the two "foreigners" may understand each other. The text of the dialogue should preferably be cited extemporaneously but must be based on material with which the group is familiar. Start out with very short questions and answers. Repetition of phrases should be numerous. Good subjects for this game are "sightseeing guide and tourist" or "hotel clerk and tourist".

15. SOMOS POETAS. To provoke spontaneity of expression in Spanish, the instructor may write a very brief sentence or statement on the board that will serve as stimulus. The group members are then encouraged to find a suitable rhyme. Not more than two lines should be used to avoid complexity. For example:

| | | |
|---|---|---|
| Las flores rosas | El hombre de Navarro | El padre llegó temprano, |
| Son muy hermosas. | fuma un gran cigarro. | ¿qué llevó él en la mano? |

16. STRETCH-IT. The instructor starts the group out with one Spanish word, and each one in the group must add one more word (noun, adjective, or verb) to make a sentence. If no one can add a word any more, the person who added the last word will start the group all over again.

17. LA BUENA VENTURA. The instructor prepares a number of blank cards by writing a short and simple answer on each card which will be read to the student in response to any questions he may want to ask regarding his future. Suitable answers are: "Es posible mañana", "Sí, mucho", "Quizá el sábado que viene", or "Es una pregunta tonta". Then each of the students in the group may ask one or more questions (in Spanish, of course!) and draw a card to have his fortune told.

18. LA PESQUERIA. This game is particularly suited for the younger ones. A small toy magnet bound to a string hanging on a short stick will serve as fishing gear. "Fish" are made available by clipping a paper clip to a small piece of paper or card. On these "fish cards" we will write down short segments of a previously prepared sentence, or whole sentences of onw short story. After each one in the group has angled his fish, all members get together to combine the segments and arrange them in logical order. This game is suitable to teach Spanish word order and syntax. Examples may be taken from the textbook or reader, such as: "Cierta tarde - vio el portero - a la senorita Finita - que salia sola - con una pequena maleta - en la mano." (From Pardo Bazan, Temprano y con sol.)

XIII. METHODS OF INSTRUCTION:
FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL

FLES Teaching Through the Audio-Lingual Method: Listening and Speaking

1. The four linguistic skills are developed in turn: at the beginning, FLES always involves listening and speaking. After a specified number of semesters restricted to comprehension and conversation, FLES also adds the skills of reading and writing.

2. The spoken language has primacy: aural familiarity with language sounds is the basic step in training the speaking mechanism, and language habits are learned first as auditory discrimination responses and speech responses. Since correct pronunciation is stressed from the start, the teacher must be expecially skillful in the prompt correction of inadequate language responses.

3. Words are presented in meaningful context: the sounds of foreign language are given meaning by relating them to real life actions and objects. Dialogues should reflect the children's interests, ages, and experiences.

4. Reading and writing are secondary derivatives: reading and writing skills are long withheld from FLES classes in order to avoid interference from the native language where familiar symbols often have different values. Reading and writing only serve to reinforce and enrich the acquired audio-lingual skills, not to replace them.

5. Grammar is taught inductively: children learn syntactic rules through an inductive process of discovering various linguistic regularities in the numerous language patterns to which they are exposed aurally. Therefore, grammar is taught after oral mastery of patterns has been acquired and only when it will help learning or insure retention.

6. Repetitive drill is the best device for teaching language habits: auditory recognition and oral repetition of specific patterns constitute habit formation. Language habits must become automatized as much as possible through response and repetition. In FLES, the muscular movement exercised by correct pronunciation coupled with the repetition of specific patterns for proper intonation aid to develop the children's speech to the point of automatic response.

7. Basic language patterns are overlearned: overlearning or "internalizing" in FLES means that the child must memorize each phrase or structure so completely that he has established an automatic response habit.

8. Speech is rendered at the conversational speed of the native: this is done so that children can become accustomed to the intonation and rhythym of the language.

9. There is minimal use of the students' native language: the pupil's first language in the classroom is restricted to the teacher, who should use it sparingly. This stimulates teacher and pupil to make the necessary efforts to express themselves in the foreign language. Maximal direct thinking in the foreign language will be elicited.

10. Translation is proscribed until advanced learning levels: it is a difficult and special skill which is taught separately after mastery of the target language has been achieved.

11. Culture study is an essential part of language learning: the anthropological concept of culture stressing daily social patterns of the native speakers is an integral part of FLES. Often, the meanings of foreign words can only be fully interpreted in terms of the cultural situation in which those words are being used.

These elements of effective FLES education have been suggested by Mildred Donoghue. It must, however, be remembered that these may be incorporated into the individual teaching style which makes you most comfortable and effective. Another suggestion for FLES methodology is as follows:

# FLES Report

# Simplify for Success

CONSTANCE L. MELARO

WHAT methodology is best for teaching FLES? The only "method," if such it can be called, that I promulgate is built on three principles: (1) Use every tool and skill the children bring you; (2) Bombard their senses with an infinite variety of repetition of the same thing; (3) Use the first few lessons to establish a solid core or nucleus of material to which the year's work will be added.

Descartes suggested that the best way to solve a problem was to divide it in two, divide each of those parts into two more parts, and each of those parts into two more parts until you reach the smallest parts of the problem which cannot again be divided. You then solve each part, beginning with the smallest and continuing until the whole problem has been solved. That "smallest part" is your core material in FLES—teaching the basic structure of a sentence by teaching the smallest ones possible, those made up of subject, verb, and some compliment. Teach the parts first, let a child put them together correctly, then supply more and more parts and let him assemble and reassemble them to reshape and add to the basic thoughts you originally put before him.

He does this all by rote and when he has reached a stage where he can converse rather freely and extensively within a certain controlled area of topic and tense, his hand, his mind, his eyes, and his ears will be ready to write. When he is ready to write and can handle a number of short sentences with ease, he will be ready to read. In a minimal way, this duplicates the manner in which a child learned to speak, then read and write his own language.

You do all of this through a battery of visual aids plus your own guidance and example. Get your children started each day with a *brief* English explanation. (Little by little those instructions will be replaced by your FLES language.) Then keep reshaping that core, adding to it carefully and steadily. Repeat, repeat, repeat—*but* change, change, change, while you're repeating.

Here's typical exchange to show you what I mean. You do this, of course, completely in the foreign language using English only when absolutely necessary—for immediate translation of things you know the children have forgotten or do not know. The purpose of this exchange is to show pupils how to assemble the nouns, verbs, and prepositions they have learned into patterns to form basic sentences and allow them to communicate ideas and thoughts generated by the words. This should be done in concert until the class as a whole seems to grasp the concept.

Teacher—The book is on the desk. On the desk. The pencil is on the paper. The paper is on the book. Where is the book? (Say any of these things in English, if necessary, immediately after you've said them in the foreign language. Repeat if necessary. But no English commentary.)

Class (with help if needed)—The book is on the desk.

Teacher—Where is the paper?

Class—The paper is on the desk.

Teacher—Where the pencil?

Class—The pencil is on the paper.

Teacher—Where is the paper (putting it on the book)?

Class—The paper is on the book.

Teacher—The paper and the book are on the desk. Where are (English, then back to foreign language if necessary) the paper and the book?

Class—The paper and the book are on the desk.

Teacher—The bowl is on the table. Where is the bowl?

Class—The bowl is on the table.

Teacher—Is the book on the table?

Class—No, Mademoiselle, the bowl is on the table (with help if needed).

Teacher—The apple is in the bowl (foreign language/English/foreign language for in). Where is the apple?

Class—The apple is in the bowl.

Teacher—Is the book in the bowl?

Class—No, Mademoiselle, the book is on the table.

Teacher—The paper is in the book (putting paper in the book). Is the paper on the book?

Class—No, the paper is in the book.

Teacher—Where are the apple and the book?

Class—The apple is in the bowl and the book is on the desk.

Teacher—The bowl is big; the pencil is little. The bowl is big; the pencil is little.

Use all the nouns you think they can handle for the day as well as all the prepositions you can work into the sentences. When they know more verbs, you simply add a series of sentences using new verbs.

Notice an important element of control here. The children are *not* permitted to answer in the negative. They say "no," but make a correct affirmative statement rather than negating the original. This is important for two reasons. First, the negative should not be introduced until the children are able to reassemble their "rote" material quickly and easily. Second, and very important, by forcing the child to assert the correct idea, the child is taught immediately how to reassemble the words he knows so that they express his thoughts accurately. Negating a sentence requires minimal addition to someone else's basic sentence. Asserting a fact or articulating a thought requires that the child construct the entire sentence for himself.

From this point on, you must develop your own methods. Set a goal for yourself for each lesson, know how to reach it, bring whatever materials are needed to help the children, and be so well prepared in your field that nothing will throw you. Beyond that, let the class "happen." Be in control and ready to take the reins and guide it to your goal if need be; do not allow digressions that will take you away from the goal, but *be flexible*. Students are self-starting. If they see the principle, they will apply it without your direction at every turn. □

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